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ABSTRACT

A project to improve the literacy skills of workers in a clothing manufacturing company is reported. The goal of the project was to teach practical workplace reading and writing skills using materials and requirements of the employees, the employer, and their union. The project integrated a skills approach with a creative writing approach. The curriculum was field tested with a group of 10 students, mostly Hispanic, from the Good Lad Company, a children's clothing manufacturer in Philadelphia. A professional teacher from the Center for Literacy was supplemented by volunteer tutors. This teacher's guide combines both general adult literacy curriculum components and components specific to the needs of Good Lad and the Amalgamated Clothing and Textile Workers Union. The following topics comprise the units of the curriculum: introduction; initial language assessment; sewing and workplace basics; the Good Lad employee handbook and policy manual; the story of Sidney Hillman, who advocated collaborative management-union relations; and creating a class newsletter. Specific chapters cover such topics as workplace dialog and color, grammar, the factory environment, and vocabulary skills. Twenty-two student worksheets are included. Contains 9 references. (LB) (Adjunct ERIC Clearinghouse on Literacy Education)

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SOWING THE SEEDS:

LITERACY IN A CLOTHING FACTORY

A Workplace Literacy Curriculum

by

Benjamin D. Burenstein

THE CENTER FOR LITERACY, INC.

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SOWING THE SEEDS:

LITERACY IN A CLOTHING FACTORY

A Workplace Literacy Curriculum by

Benjamin D. Burenstein, Workplace Literacy Coordinator
Program Year 1988-89

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August 11, 1989

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SOWING THE SEEDS: LITERACY IN A CLOTHING FACTORY

RESOURCE MANUAL

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Many people paved my way through the clothing racks and hangers, irons and pressing machines. I want to thank Peter Sheintoch, who opened the doors and and invited us in, who made himself and his factory available to us. He always said, "Whatever you need, its yours," and he meant it; Ken Sheintoch, who helped keep our room and table available against stiff competition; and Robin Sheintoch for helping transmit messages and general support.

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Special appreciation to Carmen Rodriguez, Good Lad quasi-official translator. She was an invaluable resource in the beginning, and always willing to help.

Matt Mehrman, Amy Curley, and Amelia Wiggins served as volunteer tutors throughout the class. They too skimped on lunch to demonstrate their committment to the workers' attainment of literacy skills. Matt always made us feel as if our class was the most important thing going on at the time.

I wish to express my gratitude to Jane McGovern of the Center for Literacy for her assistance in designing the assessment. My visit to her CPC class helped guide my own presentations. Her ideas and expertise in the area of ESL helped me navigate tricky waters in the early days of the project. Her manual, I Don't Speak English....But I Understand You, gave me many good ideas.

A whole-hearted thanks to Jeanne Smith, Center for Literacy Education Director, for suggestions, technical assistance, and overall guidence. Her support, reassurance, energy, and ideas are directly responsible for the quality of this project. And to Jo Ann Weinberger, who had the wisdom to percieve the value of this project and the strength to help make it a reality.

Finally, I would like to thank the Pennsylvania Department of Education, Division of Adult Basic Education, for funding the development of the curriculum and its field-testing, and the production of this manual.

DEDICATION

I DEDICATE THIS MANUAL TO:

THE STUDENT-WORKERS WHO HAVE THE COURAGE TO TAKE THE FIRST STEP;

AND TO:

SIDNEY HILLMAN, WHO PROVIDED A MODEL FOR COOPERATION BETWEEN UNIONS AND MANAGEMENT, AND WHOSE POLICIES EMBRACED EDUCATION AND READING FOR ALL AMALGAMATED CLOTHING AND TEXTILE WORKERS;

AND TO:

MORRIS SHEINTOCH, FOUNDER OF GOOD LAD COMPANY

INTRODUCTION TO THE TEACHERS' GUIDE TO SOWING THE SEEDS: LITERACY IN A CLOTHING FACTORY

This project is designed to improve the literacy skills of workers from a clothing manufacturing company. Its goal is to teach practical workplace reading and writing skills using materials and requirements of the employees, the employer, and their union. It integrates a skills approach with a creative writing approach.

The curriculum was field-tested with a group of 10 students from the Good Lad Company, a children's clothing manufacturer in Philadelphia. A professional teacher from the Center for Literacy was supplemented by volunteer tutors. The curriculum was generated on site.

When originally planning this class, it was expected that the students would form an ABE class, but a literacy audit revealed that the real need at Good Lad was ESL. The majority of students who applied to take part in the program at Good Lad were Hispanic. This curriculum reflects their expressed needs. It will, therefore, be most applicable in workplaces where ESL is the dominant literacy consideration.

It is a challange to plan a series of lessons which is both applicable to many groups in different workplaces and which is specific to a particular group in a single site. The first type, a general curriculum, may be useful as a reference but can never respond to the wide variations among adult learners. These variations may range from the different needs of ABE and ESL learners, to their literacy levels, to their expressed needs. Class situations will vary also-- some will be two hours twice per week, others 45 minutes every day at lunch, others three hours Saturday mornings.

The second type of curriculum is more flexible and more capable of addressing the needs of the specific group for which it is intended, but it may not be easily generalized without significant adaptations to different situations. For instance, the owners and supervisors of Good Lad have good relations with the Amalgamated Clothing and Textile Workers Union (ACTWU). Good Lad has prospered by supporting Sidney Hillman's dictum that labor and management should work together for the eventual benefit of both. So they were favorably disposed toward our unit on Sidney Hillman (see UNIT 3). Other, especially non-union companies, may not be so agreeable.

This teachers' guide reflects a desire to combine elements of both general and specific curricula. There are very direct vocabulary, grammar, and reading lessons. There is also a map lesson, only useful for Good Lad workers (though the idea could easily be adapted). It also reflects the changing nature of the class during the program, which ran from October 15, 1988 through April 15, 1989.

Most of the workers who participated in the current project understood the principles of garment construction and preparation involved in each stage of clothing manufacture. It is easier to help a student learn the English translation of a Spanish word they already know than to teach both the sewing term and the language simultaneously. The lessons in this curriculum don't teach sewing *per se*. In a pre-job training program it would be valuable and reinforcing to teach vocabulary and language skills at the same time as sewing skills.

However, such a program was not the expressed need of these students (or their employer). The students wanted to know the English vocabulary translations for Spanish words. The employer mainly wanted them to be able to understand directions, respond to questions, and improve general reading and writing skills to provide for promotion from within. ACTWU, the Union of the workers, wanted workers to be informed of their rights and their history, and helped to be more aware of Union issues. The lessons are structured around these requests. They are based on realistic grammar patterns and vocabulary from Good Lad's owners, workers, and ACTWU.

Three levels of students expressed interest in the class. Some students, despite residence in the US of between 3 and 17 years, had very low level English skills. For instance, they did not know the English words for needle, thread, or sew (as shown on their initial assessments). Their needs included learning workplace-related vocabulary, building a repertoire of "stock" English phrases, and learning to follow directions in English. These students had completed from 4 to 10 years of schooling in their native countries.

The second group knew some English, but wanted to improve their grammar and pronunciation. They knew many of the vocabulary words and could understand most of what was said to them, including directions, but lacked confidence and wanted to learn "the right way to say things." They also needed encouragement to read, because they rarely read in English. They were quite reluctant to write. They had completed 6 to 12 years of school in their original homelands.

The third group had higher skill lessons and aspirations. They knew almost all of the vocabulary. They were interested in perfecting their English skills so they could improve their job situations. They wanted to practice reading and writing skills for individual reasons, to use in business or in their personal lives. They were quite willing to practice the grammar with students on the other levels.

The latter two groups remained in the program the longest. Two of the students in the first level decided to go to a local class which met more often and was, in fact, less workplace specific. So the later units tend to reflect this by being of a somewhat higher level. Pronunciation was very important to all of the students, so there was a considerable amount of talking and group reading in

response to their wishes. In a workplace where more technical (and probably silent) reading and writing skills were required these skills might be stressed, along with group reading.

The curriculum was based on the words and language patterns currently in use in the Good Lad workplace, coupled with words and patterns identified by the union and company as valuable for employees. It responded to the needs of union, management, and individual students at different levels. Some of these needs were determined by walking around the plant, listening, and writing words and phrases which seemed to be common. Others were obtained by directly asking students, management, and labor what information they would like to see included. In attempting to include "something for everyone" it makes no claims to be "everything for everyone."

There are examples of lessons for each of these groups in this curriculum. Each lesson suggests an approximate length of time for its activities.

UNIT 1 includes basic workplace vocabulary and model dialogs which practice grammar and understanding and following directions. Some of these lessons extend exercises from the ESL manual Side by Side, Book 1, by Steven J. Molinsky and Bill Bliss, Prentice-Hall, 1980. This book was used in another class which some of the students attended on days which alternated with this one, and provided useful models.

UNIT 2 includes careful reading of the Good Lad Employee Handbook, extending the skills from Unit 1, and practice writing and discussing. It includes a cultural component where a worksheet on the workers' vacation days initiates an understanding of United States holidays. This is a format which could be followed by any company or union literature.

UNIT 3 includes lessons for more advanced students. There is extensive reading and discussion about Sidney Hillman, the Amalgamated Clothing and Textile Workers Union's first president. These lessons allow the discussion of many important labor topics and vocabulary, practice with pronunciation, and quite a bit of general US history.

UNIT 4 is a newsletter unit in which all levels of students can participate, an appropriate summation of the six-month class. It allows students to use reading, writing, and editing skills for self-expression, and then desktop publish the resulting newsletter.

Answers for **WORKSHEETS 11** and **19A** and **B** are on page 72. The grammar exercises and beginning level exercises are should be self-explanatory to whoever is implementing the program.

In the first week of class students were issued copies of Side by Side and the New Oxford Picture Dictionary to use independently or in conjunction with the program.

Initial Sign–up Sheet

FIRME PARA EL PROYECTO DE LECTURA Y LEYANDO ESCRITURA

Nombre _____ **Dept.** _____ **Num. de tel #**_____

Tutor **Estudiante** **Si escojes estudio, ¿quando puedes cuger clases?**

Antes de trabajo **Durante el almuerzo**

Despues de trabajo **Sabados** **Otros** _____

GOOD LAD READING–WRITING PROJECT SIGN–UP SHEET

Name _____ **Dept.** _____ **Phone #** _____

Tutor **Student** **If student, when could you take class?**

Before work **During Lunch**

After Work **Saturday** **Other** _____

INITIAL ASSESSMENT PROCEDURE

Two assessments were administered to potential students in the Good Lad Reading-Writing Program. First the SelectAble, a standardized test, was administered in English. Students got very few answers correct, however, and seemed discouraged by their experience. Then a Spanish version of the SelectAble was prepared which people were able to read quite well.

Then an assessment was created which tested their ability to understand workplace related vocabulary and concepts. This was very useful and instructive. Students generally understood and could translate ambient English words from the non-workplace environment— lunch, church, friend— but not workplace words. Some did not know the words for needle, thread, to sew, or colors, which should be basic to this kind of workplace environment. Most did not know that workers get time–and–a–half for overtime, or that they should go the shop steward for assistance.

The assessment, the Spanish SelectAble and the workplace related assessment called the Reading and Understanding English Assessment, should take approximately 45 minutes to administer.

The insights from this assessment provide a basis for **UNIT 1:** Sewing and Workplace Basics.

Student's Name _____ Date _____

READING AND UNDERSTANDING ENGLISH ASSESSMENT

A. Draw a line from the Spanish word to the English word.

thread	amigo
food	coser
church	unión
to work	almuerzo
to sew	hilo
children	trabajar
lunch	aguja
friend	comida
needle	iglesia
union	niños

B. Write the correct word in the blank space.

1. I ate fricase de pollo for _____.
   dinner breakfast store

2. I sell pasteles to make extra _____.
   soap money car

3. The pay rate for overtime work is _____
   double time time and a half regular pay

4. My country is very _____.
   beautiful cold ugly

5. Problems may be discussed with the shop _____
   friends complaint steward

6. My language and culture are different but I'm _____.
   sad proud tired

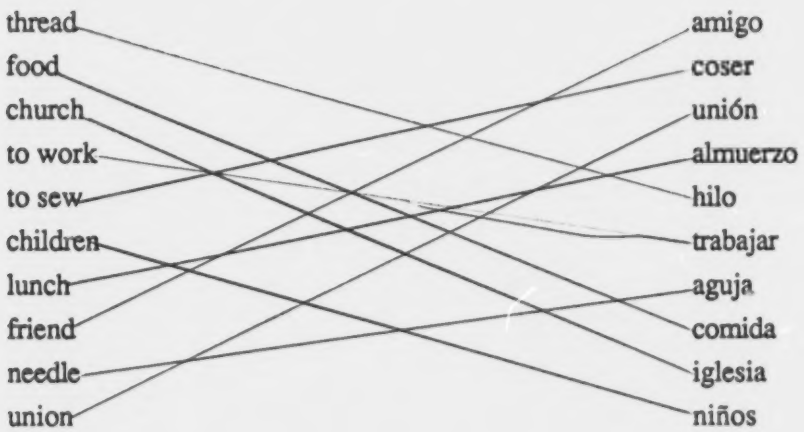
7. If you are a piece worker, your tickets are your _____.
   responsibility supervisor garments

Student's Name _____ Date _____

Answer Sheet to Assessment

READING AND UNDERSTANDING ENGLISH ASSESSMENT

A. Draw a line from the Spanish word to the English word.



B. Write the correct word in the blank space.

1. I ate fricase de pollo for _____.
   dinner breakfast store

2. I sell pasteles to make extra _____.
   soap money car

3. The pay rate for overtime work is _____
   double time time and a half regular pay

4. My country is very _____.
   beautiful cold ugly

5. Problems may be discussed with the shop _____.
   friends complaint steward

6. My language and culture are different but I'm _____.
   sad proud tired

7. If you are a piece worker, your tickets are your _____.
   responsibility supervisor garments

UNIT 1

SEWING AND WORKPLACE BASICS

SEWING AND WORKPLACE BASICS

LESSON 1 SIMPLE WORKPLACE DIALOG AND COLORS

Students and teachers read through the **WORKSHEETS 1A** and **1B** together. It is important that students know how to pronounce their addresses and phone numbers in English. Students practice individually and with partners. The teacher should listen to pronunciations and suggest corrections. By the end of the second day practicing this dialog, students should be able to recite it without use of the paper. Any additional questions which students might suggest can be added to the dialog.

Color is one of the most significant identifiers students can learn. The teacher gathers swatches of various color fabrics from the factory and uses them to demonstrate the colors.

As demonstrated by the assessment test, the students from Good Lad did not know the English words for *aguja*, *hilo*, and *coser* (needle, thread, and to sew). Since these are so basic to the garment trade, they are included in this lesson. Using real needles and thread (obtained from the factory) are almost essential to the activity. There is more industry-specific vocabulary in succeeding lessons.

To thouroughly get to know the students and finish **WORKSHEETS 1A** and **1B** will take 45 minutes to an hour and a half, depending on the previous level of the students.

What is your name?
My name is _____

Where do you work?
I work at the Good Lad company.

What do you do?
I make children's clothes.

Where do you come from?
I come from _____.

Where do you live now?
I live in Philadelphia.

What is your address?
I live at _____

What is your phone number?
My phone number is _____

What colors do you know?

What color are you wearing?

Red Orange Yellow Green

Blue White Purple Black

This is a needle. In Spanish it is called aguja.

This is thread. In Spanish it is called hilo.

The Spanish word coser means to sew.

I use a needle and thread to sew.

LESSON 2 AM, IS, ARE

LESSON 2 introduces the question **where** as well as the "I am, you are, she is" locational concept, to get a beginning class talking, and to get them used to a worksheet[1]. Students may be shy at first, and a quick, simple lesson which they can master, and speak aloud, is useful. "Work" is an English word which most workers know(as determined in the introductory assessment).

In **Part 1** of **WORKSHEET 2** the students listen to the teacher say the words, then repeat them after the teacher, then repeat the first part of the worksheet with their partners. The teacher should present numerous examples verbally and on the board.

In **Part 2**, the students and teacher should do the first few together, then the students work with partners to finish the page. The students should also write other sentences using these formats. Then students should practice the format with any other verbs they may know. The higher level students may know a variety of English verbs.

This lesson should take 45 minutes.

---

[1]This activity follows lesson 2 in Side by Side.

Worksheet 2 AM, IS, ARE

Name _____ Date _____

am is are

Part 1

I am working = I'm working.

He is working = He's working.
She is working = She's working.
It is working = It's working.

We are working = We're working.
You are working = You're working.
They are working = They're working.

Part 2

Where am I? I ____ working.

Where is he? He _____ working.
Where is she? She _____ working.
Where is it? It _____ working.

Where are we? We _____ working.
Where are you? You _____ working.
Where are they? They _____ working.

I _____ from Puerto Rico.
You _____ from Nicaragua.
She _____ from Columbia.

LESSON 3 AM, IS, ARE, AND COLORS REVIEW

The first two lessons allowed the students to gain and demonstrate mastery over very basic English skills through practice. These lessons were simple and reinforcing, which left the students feeling confident and competent. This is vital in classes where students may not have been in school for a long time and might be fearful of the whole classroom environment.

This lesson includes a review of the *am, is, are* concept [2] which students do both on the worksheet and verbally; a review of some of the color and pattern words they learned; and a short dialog which introduces several new concepts: an explanation of what a dialog is, and the vocabulary *right, left, hand, table, floor,* and *on*. These are terms based on the words and language patterns in daily use in their workplace environment, as well as in other aspects of life.

For the first part of **WORKSHEET 3A**, the teacher should emphasize that students should be able to fill in the missing words even if they don't know what the words mean. Students can fill in the blanks by following the patterns of pronoun/verb usage on the top of the page. After the students have had some time to fill in the blanks, ask them to read their answers aloud.

Color and pattern are so important and basic to the jobs of all the students that they are emphasized for several lessons. This lesson introduces the names of more colors, some simple, frequently used patterns like stripes and checks, and the word *fabric*, a generic word covering many different kinds of cloth. The instructor should bring and utilize all the needles and colored swatches from the previous lesson, and any more colors that are in use (Good Lad was making a burgundy suit when this project was taking place. This is why burgundy is one of the colors). Students should be able to make up, write, and perform alternative dialogs using different colors, left and right sides, and the floor and table.

The teacher should explain the concept of the dialog. Students should practice the dialog in pairs, and be able to generate a dialog of their own with the same format but different vocabulary.

Students should be able to discuss, finish, and practice **WORKSHEETS A** and **B** in 1 1/2 hours.

---

[2] Also presented in Side by Side.

Worksheet 3A— Review

Name _____ Date _____

I am

He is She is It is

You are We are They are

Examples:

I am working. I am eating. I am living.

He is working. She is eating. It is living.

You are working. We are working. They are living.

1. I _____ sewing.
2. She _____ working.
3. They _____ pressing.
4. He _____ talking.
5. It _____ finishing.
6. I _____ studying.
7. We _____ cleaning.
8. You _____ smiling.
9. He _____ learning.
10. They _____ shipping.
11. We _____ packing.
12. I _____ watching.

Worksheet 3B-- Review

What are the names of the colors?

Red	**Orange**	**Yellow**	**Purple**
Brown	**Green**	**Black**	**Silver**
Royal Blue	**Navy Blue**	**Sky Blue**	**White**
Burgundy		**Grey**	

Patterns:

Striped Checked **Polka Dots**

Vocabulary words: dialog thread fabric right left hand floor table

Punctuation: quotation marks " "

Now try this dialog.

Susan: "Where is the blue thread?"

Mary: "It is in my right hand."

Susan: "Please give me some blue fabric."

Mary: "It is on the table."

Susan: "Thank you. Where is the red thread?"

Mary: "It is on the floor. Now it is in my left hand."

Susan: "Please give me the red thread and some red fabric. Thanks."

LESSON 4 EASY QUESTION AND ANSWER SPEAKING PRACTICE

This lesson demonstrates a wide range of realistic situations where English is easy to use and effective in common situations, using the patterns, vocabulary, pronunciation and public speaking skills practiced up to this point. There is also some room for creativity, as well as filling in blanks. It also introduces a few more English words: *in, big, little.*

Students should be encouraged to master and use *am, is, are* in the context of simple questions and answers. The teacher should listen and comment on pronunciation and grammar as necessary.

WORKSHEETS 4A and **B** summarize and extends **LESSONS 1-3**. Students should review the first three lessons very briefly, then do **4**.

There is a **VOCABULARY WORKSHEET** with many of the words which have been used up to this point. It will be useful to the students for review and reinforcement.

The question mark is introduced by pointing out its function, and how it differs from the Spanish double question mark (**¿?**).

Mastering these lessons should take about 1 1/2- 2 1/2 hours.

VOCABULARY WORDS I

These are most of the words we have used so far.

Study these words to help you remember them.

Words which name things:

dialog thread fabric hand floor table needle

Words which describe location:

on in this that here there where right left

Colors and pattern words:

big little red yellow purple brown green white
striped checked royal blue navy blue sky blue
burgundy grey checked striped

Verbs:

am are is working

Worksheet 4A Sentence Patterns

Name _____ Date _____

WHERE IS THE....

Punctuation: question mark ?

1. Where is the thread?
2. Where is the table?
3. Where are you?
4. Where is the red fabric?
5. Where are the needles?
6. Where is Peter?
7. Where are the tables?
8. Where is the navy blue thread?
9. Where is this?
10. Where is that?
11. This is here.
12. That is there.
13. Here is the little table.
14. There is the black fabric.
15. There is Robin.
16. The yellow fabric is in my right hand.
17. This needle is big.
18. The green thread is on the floor.
19. There is my right hand.
20. Here is the brown fabric in my left hand.
22. This needle is little.

Write some questions of your own and let your partner answer!

Worksheet 4B Asking Questions;

Name _____ Date _____

Fill in the blanks to answer these questions

1. Where is the _____?
2. Here is the _____.
3. That is _____.
4. This is my _____ hand.
5. The _____ fabric is on the _____.
6. There is a little _____.
7. _____ I am.
8. Where _____ you?
9. The striped _____ is in my _____.
10. My left hand is _____ the _____.
11. The _____ needle is on the _____.
12. Where is the _____ ?
13. The table is on the _____.
14. This _____ is in my _____ hand.
15. The needle is on the _____.
16. _____ is there.
17. My hand is in the _____.

LESSON 5 A MAP OF THE GOOD LAD COMPANY

An important aspect of work in a factory, especially for new workers, is the ability to get from one part of the factory to the other, either to bring materials back and forth or to find something for their personal needs, such as the time-clock, bathroom, or water fountains. This lesson provides the opportunity for workers to familiarize themselves with the factory, as well to practice reading and map-reading skills. The employers are also happy to have such a map to offer to beginning workers. The map itself was created on a Macintosh computer, using the software Superpaint, with the consultation of management.

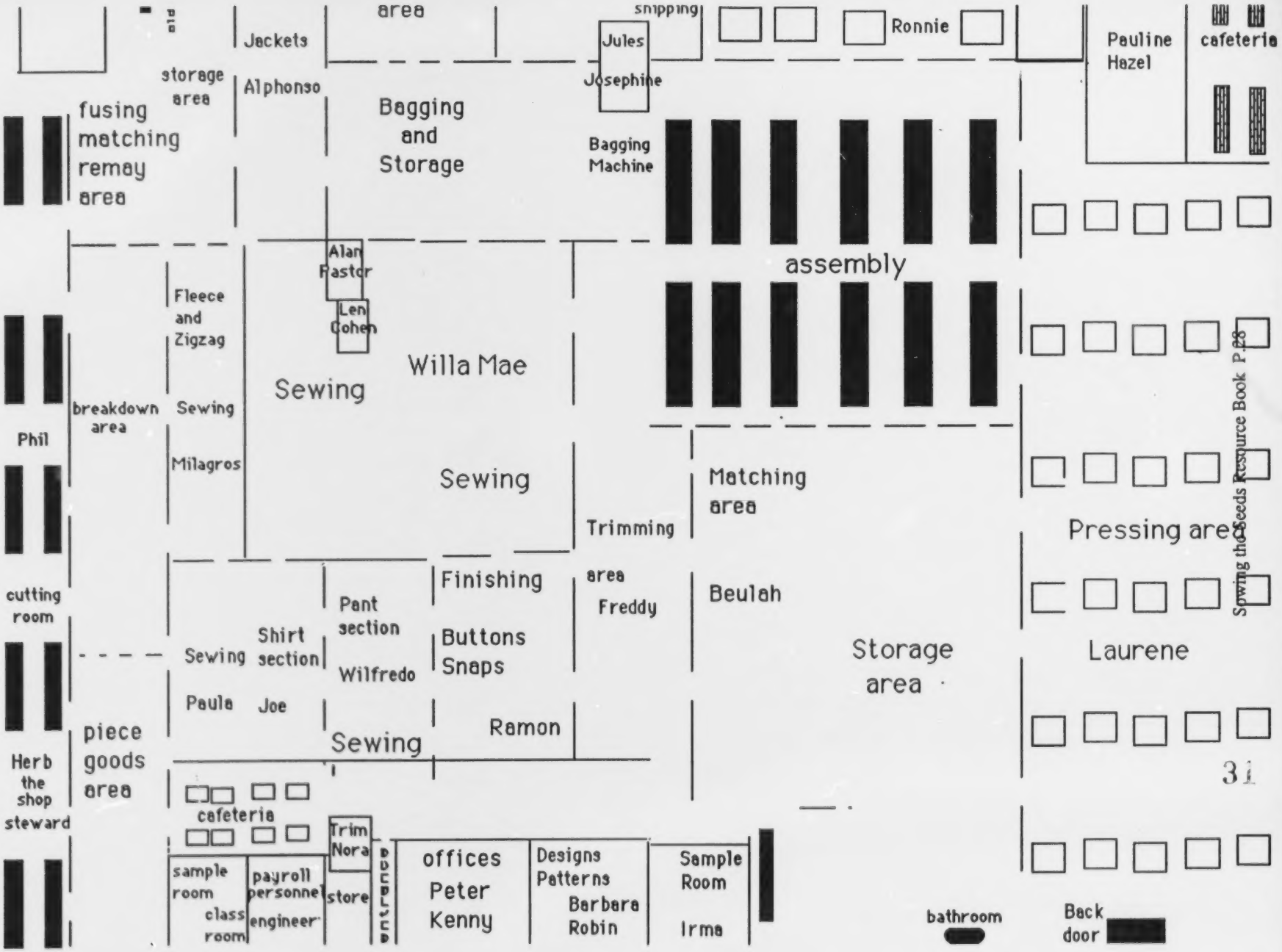
The class is given the map, with a brief explanation. Students and teacher study it, talk briefly about maps, then walked through the factory. If possible, the teacher should ask the various supervisors and upper-level employees to take the time to meet the class and introduce themselves. This will take a 45 minutes to 1½.

The teacher should go over **WORKSHEET 5**, discuss the vocabulary and answer the first few questions aloud with the class. Next the students should do the remainder of the worksheet individually, with the option of consulting the teacher. After checking the worksheet, students should ask and answer the questions to each other.

As a follow-up activity, students can be asked to generate similar written questions, and verbally ask and answer each other's. They should be encouraged to question their friends on the floor about what sections or areas they work in, and make any suggestions they may have about the map.

An alternate activity could have each student make a map of their own most important places.

These lessons will take 2 to 3 hours.



Sewing the Seeds Resource Book P.28

WORKSHEET 5 WHO IS WHERE?

Name _____ Date _____

Vocabulary

a, the, she, he, near, in, map, where, who section, area, room, work, inventory, storage

Answer patterns:

Where is Willa Mae? (1 person is) or Where's Willa Mae?

She is in the sewing section or She's in the sewing area.

Where are Peter and Kenny? (2 people are)

They are in the offices. or They're in the offices.

Where is the back door? or Where's the back door?

The back door is near the pressing area or It's near the pressing area.

Who is in the fleece and zigzag sewing section? or Who's in .....?

Milagros is in the fleece and zigzag sewing section or She's in ....

1. Where is Buelah?

_____

2. Where are Pauline and Hazel?

_____

3. Who is in the Sample room?

_____

4. Who's in the Jacket section?

_____

5. Where's the Repair area?

_____

6. Who's in the cutting room?

_____

7. Where are Barbara and Robin?

_____

8. Where's Bea?

_____

9. Where's the inventory storage area?

_____

Name _____ Date _____

10. Who's the shop steward?

_____

11. Where are Jules and Josephine?

_____

12. Where's Ramon?

_____

13. Where's the entrance?

_____

14. Who's in the pressing area?

_____

15. Where do you work?

_____

16. Where is Herb?

_____

17. Where's the elevator?

_____

18. Who's near the elevator?

_____

19. Where's the bagging machine?

_____

Write some questions to ask your friends on the floor!!

_____

_____

_____

_____

Lesson 6 PRACTICE WITH PRESENT TENSES OF VERBS

One of the most common grammar errors in ESL student speech and writing is the misuse of the present continuous and the simple present tenses. Previous lessons contained speech patterns which gave students practice using both forms without explaining them. This lesson formalizes the reasons and gives relevent examples from the workplace. The teacher should give numerous verbal examples.

WORKSHEET 6 allows students to practice the patterns in sample sentences. It also encourages them to write some simple sentences independently to demonstrate their understanding of the concept.

The **Grammar Study Guide** should be used and reviewed throughout the whole course, to reinforce the concept (which will need frequent reinforcement!).

The worksheet also allows workers to discuss their feelings about new technologies which are coming to workplaces. At Good Lad it was a steam tunnel. Teachers may adapt this exercise to any changes coming to their workplace.

This lesson should take 45 minutes. It may be redone for a second class by rewriting sentences, and by having students write their own sentences.

GRAMMAR STUDY GUIDE

TWO KINDS OF PRESENT TENSE

There are two forms of the Present Tense. The first shows what is happening now. The other shows what happens every day, many times, or as a rule.

THESE THINGS ARE HAPPENING NOW.
I am wearing a new jacket.
You are working hard on this table.
She is studying English with my class.
They are ripping the seams.

All of these sentences talk about something which is happening at the moment. All of the verbs (wearing,working, studying, ripping) end in ***ing***, and they all have *being* verbs (am, is, are).

THESE THINGS HAPPEN REGULARLY
I dress to come to Good Lad.
You work hard every day.
He likes his job when it goes well.
We punch out on the time clock.

All of these sentences talk about something which happen more than once, or continuously. Some forms of these present tenses have an *s* at the end of the word, others do not. People sometimes get confused about whether an *s* is needed or not. Here is a simple way to decide:

If the subject of the verb is one person, place, or thing (but not *I* or *you*), put an *s* on the end of the present tense verb.

Worksheet 6 Grammar Practice;

Name _____ Date _____

DOES IT HAPPEN CONTINUOUSLY?
IS IT HAPPENING NOW?

CIRCLE THE WORD WHICH IS CORRECT.

1. Every day I (come, am coming) to work at Good Lad.
2. Usually I (sew, am sewing) clothes for girls and boys.
3. But today I (do, am doing) something new.
4. I (learn, am learning) how to use the new pressing machine.
5. This machine (helps, is helping) by pressing many garments at one time.
6. Some people (worry, are worrying) whenever they have to learn something new.
7. But I (know, am knowing) that I can (learn, am learning) whatever I (need, am needing) to do a good job.
8. If I have questions about how to use the machine, I (talk, am talking) to Herb or Len.
9. They (teach, are teaching) me how to use it better but I (know, am knowing) that I can already use it pretty well.
10. I always (try, am trying) to do a good job when I start something new.
11. Right now it (seems, is seeming) to be doing a fairly good job, but not as good as people who (press, are pressing) every day.
12. Len (brings, is bringing) in new information every week.

HOW DO YOU FEEL WHEN YOU HAVE TO LEARN HOW TO USE A NEW MACHINE, OR DO A DIFFERENT JOB?

Answer this question. Write at least two sentences that use the present continuous tense, and two that use the simple present tense.

LESSON 7 A WALK AROUND THE FACTORY

The teacher and students walk around the factory. Students should point out everything which they would like to have named, from machines to types of cloth to styles. If possible take or obtain or draw pictures of each object or process students do not know. After naming each object, the teacher should use it in a sentence. During their walk the students take notes on a worksheet. Students may help each other with pronunciation.

It is likely that the members of the class will vary greatly in their knowledge of the English words. Some students probably will not know the English words for "thread" or "needle," and others will know a good deal of English vocabulary. (This may be useful to the teacher who is not an expert in the field!) All of the students will be interested in grammar skills.

The vocabulary presented here is the list generated by our class, supervisors, and walks through Good Lad. Other workplaces will have different vocabulary lists.

This lesson will take 45 minutes to 1 1/2 hours, depending on the time available.

Name. _____ Date. _____

WORKSHEET 7 NOTES ABOUT A FACTORY WALK

These are the names of six (6) things or processes at Good Lad. Remember, if you are writing about **1 thing** (singular) you would write, "It is in the office." If you are writing about **more than 1 thing** (plural) you would write "They are in the office."

1. What is that?

   It is a _____

   It is in the _____ section.

2. What are those?

   They are _____

   They are in the _____ section.

3. What is that?

   It is a _____

   It is in the _____ section.

4. What are those?

   They are _____

   They are in the _____ section.

5. What is that?

   It is a _____

   It is in the _____ section.

6. What are those?

   They are _____

   They are in the _____ section.

Vocabulary Words II

Departments and Processes

Assembly	Bagging	Boxing
Breakdown	Cafeteria	Cutting
Engineering	Finishing	Full Suits
Fusing	Inventory	Match–up
Packing	Pattern	Payroll
Personnel	Remay	Repairs
Returns	Sample	Storage
Sewing	Shipping	Zigzag

Colors

Berry	Black	Brown
Burgundy	Colors	Grey
Ivory	Navy Blue	Powder Blue
Orange	Purple	Red
Royal Blue	Silver	Sky Blue
White		

Styles and Parts of Clothing or Types of Material

Eton Suits	Fleece	Bow Ties
Button	Buttonhole	Handkerchief
Jackets	Knit	Lining
Long Pants	One–piece sets	Suspenders
Shirts	Short Pants	Ties
Thread	Tuxedo	Two–piece sets
Vest	Velvet	Woven
Zipper	Hat	Bonnet

Machines or Machine Parts

Bobbin	Buck Press	Buttonhole Machine
Form	French Press	Mannequin
Needle	Pins	Rags
Sewing Machine	Scale	Hand Truck

Miscellaneous

Bathroom	Boxes	Boys
Fall	Fullness	Girls
Hangers	Infants	Newborn
Paper	Piece Goods	Size
Spring	Store	Summer
Tags	Toddler	Togs
Trim	Pay	Work

LESSONS 8-10 VOCABULARY AND GRAMMAR REVIEW

Before working on **WORKSHEETS 8-10,** the teacher must reserve time at the beginning of each class for students to bring in objects, processes, types of material, machine parts, kinds of stitches, or anything else of interest to them from their environment, to identify. They may ask about a process by bringing in an example. They may want to draw pictures of objects, or take the class or teacher on a quick walk to show them. The process of identifying objects and processes will be helped by the concrete contextual presence of the real thing. This is one of the beauties of workplace literacy programs: the ability to utilize elements from the environment to enrich the lesson. Photographs or illustrations from books or manuals might be helpful if obtaining actual artifacts is difficult.

LESSON 8: The worksheet puts words of interest into a simple question and answer format for students to practice both vocabulary and linguistic patterns. Do **WORKSHEET 8A** aloud together, answer questions, allow students to do the **WORKSHEET 8B** independently. Give students an opportunity to practice pronunciation by performing their dialogs with classmates.

LESSON 9: Students complete **WORKSHEETS 9A** and **9B** aloud with the teacher. They should be encouraged to use the **Grammar Study Guide** (p.24) which reviews the correct uses of the present continuous and simple present tenses.

Lesson 10: The **WORKSHEETS 10A** and **10B** review the correct uses of "I can" and "I have to." The teacher may discuss situations where one or the other (or both) is correct.

Each lesson will take 45 minutes to 1 hour, depending on how many objects student bring in to identify.

Worksheet 8A Practice Questions and Answers

Name _____ Date _____

PRACTICE QUESTIONS AND ANSWERS

These are questions and answers about work at Good Lad. Practice them so that you can answer them without the paper. On the next page make up different sentences of your own for answers. Some of them may be the same as the answers on this page.

1. What kind of work do you do at Good Lad?
   I work in shipping.

2. Do you come to Good Lad every day?
   Yes, I do. I come to Good Lad every day when I'm not sick.

3. Why do you come to Good Lad every day?
   I come to Good Lad because I need to go to work.

4. What colors do you like?
   I like green and black.

5. What kind of work do you like?
   I like sewing

6. Do you know how to do engineering?
   No, I don't.

7. What other jobs do you know how to do?
   I know how to make buttonholes and bow ties

8. What kind of clothes do you like?
   I like Eton suits.

9. Do you like spring clothes?
   Yes, I do.

10. What kind of material do you like?
    I like velvet.

PRACTICE WITH YOUR FRIENDS.

Worksheet 8B Can you answer these questions?

Name. _____ Date. _____

CAN YOU ANSWER THESE QUESTIONS?

Write whole sentences for answers. You may say, "No, I don't," or "Yes, I do." Use the Map of Good Lad and the Practice worksheet for help.

1. What kind of work do you do at Good Lad?

   _____

2. Do you go to Good Lad every day?

   _____

3. Why do you go to Good Lad every day?

   _____

4. What colors do you like?

   _____

5. What kind of work do you like?

   _____

6. Do you know how to do _____?

   _____

7. What other jobs do you know how to do?

   _____

8. What kind of _____ do you like?

   _____

9. Do you like _____ clothes?

   _____

10. What kind of _____ do you like? What kind don't you like?

    I like _____

    I don't like _____

PRACTICE WITH YOUR CLASSMATES!

Worksheet 9A I look, you look, she looks

Name. _____ Date. _____

I LOOK, YOU LOOK, SHE LOOKS

Underline the word which is correct. You may use your GRAMMAR STUDY GUIDE.

1. Do you (like, likes) working in Finishing?
2. Yes, I (do does). It (give, gives) me a good feeling to finish a garment.
3. Does your friend Terri (enjoy enjoys) it?
4. No, she (don't doesn't). She (say says) she (want, wants) to work in assembly because she likes to be on a straight wage.
5. Did she (ask asks) her supervisor to change jobs?
6. She (asks is asking) right now. Hi, Terri! Did you change your job?
7. No. My supervisor (say says) that Good Lad (don't doesn't) need any assemblers right now. It (need needs) pressers, though.
8. Yes, but pressing is such a tough job. You (stand are standing) on your feet all day long.
9. Do you (have has) some thread? My bobbin is empty.
10. Sure. What color do you (want wants)?
11. Please (hand hands) me some blue thread.
12. What (is are) you making?
13. These are Eton Suits. (Aren't Isn't) they cute?
14. I (think thinks) they are the same style as last year.
15. Next I (go am going) to work on jackets.

Worksheet 9B Fill in

Name. _____ Date. _____

NOW FILL IN YOUR OWN WORDS!!

Check your answers on the "I Look" worksheet. Then make sentences of your own and practice with a friend.

1. Do you (like, likes) working in _____.
2. Yes, I (do does). It (give, gives) me a _____ feeling to finish a garment.
3. Does your friend Terri (enjoy enjoys) _____?
4. No, she (don't doesn't). She (say says) she (want, wants) to work in _____because _____.
5. Did she (ask asks) _____ to change jobs?
6. She (asks is asking) right now. Hi, Terri! Did you get a different job?
7. No. My supervisor (say says) that Good Lad (don't doesn't) need any _____right now. It (need needs) _____.
8. Yes, but _____is such a tough job. You _____.
9. Do you (have has) some _____? My _____is empty.
10. Sure. What _____do you (want wants)?
11. Please (hand hands) me some _____.
12. What (is are) you making?
13. These are _____. (Aren't Isn't) they _____?
14. I (think thinks) they are the same style as last year.
15. Next I (go am going) to work on _____.
16. Can you (sew sews) _____? Give me some pins, please.
17. Yes, I can. But I can sew _____ faster and make more money.

Worksheet 10A Practice with "can" and "have to"

Name. _____ Date. _____

PRACTICE WITH "CAN" AND "HAVE TO"

I say "**I can**," when it is possible. I say, "**I have to**," when I must. Practice the Dialog with a classmate. First you ask the questions, then let your classmate ask and you answer.

1. Can you work in assembly?

   No, I can't. I have to work in breakdown.

2. Can Sally fuse?

   No, she can't. She has to pack.

3. Can they sew?

   Yes, they can. They have to sew.

4. Can I work in Personnel?

   No, you can't. You have to work in Returns.

5. Can she work in inventory?

   Yes, she can. She has to work in inventory.

6. Can we use a zigzag stitch?

   No, we can't. We have to use a merrow stitch.

7. Can Jan and Elaine make patterns?

   No, they can't. They have to make samples.

8. Can you all use the hand truck?

   Yes, we can. We also have to use the fork lift.

9. Can you make bow ties?

   Yes, I can. I have to make bow ties.

10. Can Peter and Kenny make short pants?

    No, they can't. They have to hire workers.

11 Do you usually make two–piece suits?

   No, I don't. I can make two–piece suits, but I have to make shirts.

12. Why are you making two–piece suits?

    Because the work needs to get out. I have to do it.

13. Does he usually make tuxedos?

    No. He can't make tuxedos. He has to make vests.

14. Can Bob work in cutting?

    No, he can't. He has to work in storage.

15. Can you and Susan work in Good Lad tomorrow?

    No, we can't. We have to go to the doctor.

16. Can I go to the cafeteria?

    No, you can't. You have to work during this break.

Worksheet 10B Practice with "can" and "have to"

Name. _____ Date. _____

PRACTICE WITH "CAN" AND "HAVE TO"

I say "**I can**," when it is possible. I say, "**I have to**," when I must. Practice the Dialog with a classmate. First you ask the questions, then let your classmate ask and you answer.

1. Can you work in _____?
   No, ____ can't. I have to work in _____.
2. Can Aurelia _____?
   No, ____ can't. She has to _____.
3. Can they _____?
   Yes, ____ can. They have to _____.
4. Can I work in _____?
   No, ____ can't. You have to work in _____.
5. Can she work in _____?
   Yes, ____ can. She has to work in _____.
6. Can we use a _____stitch?
   No, ____ can't. We have to use a _____stitch.
7. Can Lucia and Carmen _____?
   No, ____ can't. They have to _____.
8. Can you all use the _____?
   Yes, ____ can. We also have to use the _____.
9. Can you make _____?
   Yes, ____ can. I have to make _____.
10. Can Peter and Kenny _____?
    No, ____ can't. They have to _____.
11 Do you usually make _____?
    No, ____ don't. I can make _____ suits, but I have to make _____.
12. Why are you making _____?
    Because the work needs to get out. ____ have to do it.
13. Does he usually make _____?
    No. He can't make _____. He has to make _____.
14. Can Bob work in _____?
    No, ____ can't. He has to work in _____.
15. Can you and Dolores _____ tomorrow?
    No, ____ can't. We have to _____.
16. Can I go to the _____?
    No, ____ can't. You have to _____.

UNIT 2

THE GOOD LAD EMPLOYEE HANDBOOK AND POLICY MANUAL

The Good Lad Employee Handbook and Policy Manual

LESSON 11 READ THE MANUAL

In this and the next several lessons students concentrate on reading and understanding the handbook of their company. Each workplace will have its own handbook. As with all other activities in this manual, these exercises are presented as suggestions and should be modified to meet the needs of each particular workplace.

For this project, the Good Lad Employee Handbook and Policy Manual was used for **LESSONS** and **WORKSHEETS 11-15.** Teachers should base an equivalent activity on the handbook of the business where they are working and make any adjustments that are necessary.

Ideally, in every business, new employees receive careful orientations to company policies and rules through their manual and personal supervisors. In everyone's eagerness to get right to the job, however, sometimes there is only a cursory read-through. Workers are not clear about their rights or their responsibilities. This is true of large and small organizations. The inadequacy of this procedure is even more striking when the workers have ESL considerations.[3]

In **LESSON 11,** the teacher and students read each paragraph of the Good Lad handbook aloud, either as a group reading or from person to person, then explore pronunciation, vocabulary, and idioms. The teacher needs to evaluate how many pages of their company's handbook students can read and understand in each class period. In the Good Lad Handbook, students could take in no more than 2 or 3 pages in a 45 minute class.

Emphasis should be put on explaining the principles of Equal Employment Opportunity, especially the concept of discrimination.

Sensitivity should be exercised in explaining employment eligibility verification requirements, as some students may misunderstand them. *Remember that teachers are not immigration officials.*

Students and teacher interactively ask and answer questions through the reading After the first two pages are read, the students read and work through **WORKSHEET 11.**

There are a number of idioms in the Good Lad handbook which need to be defined. These include *quality dress-up line, team work, dismissal, trial period, punching in and out,* and *overtime.* Again, each different workplace handbook will have different idioms.

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[3]This was demonstrated by the number of initial applicants who answered questions #3, #5, and #7 incorrectly on the assessment.

Worksheet 11 What Does the Handbook Say?

Name _____ Date _____

WHAT DOES THE GOOD LAD HANDBOOK SAY?

Pick one answer to fill in the blanks.

You may look at the Good Lad Employee Handbook and Policy Manual

Punctuality	Laid off	Team
8	time and a half	3
work	discrimination	affirmative
supervisor	boy	11

1. I work for the Good Lad Company. Good Lad means good _____
2. _____ work is the way to reach Good Lad's goals.
3. Good Lad's Equal Employment Opportunity policy says there will be no _____ based on race, religion, sex age, or handicap.
4. Good Lad will hire minority group members, women, the handicapped and veterans through an _____ action program.
5. All new employees must sign an Employment Eligibility Verification form which says they are allowed to _____ in the United States.
6. A trial period is a time when the new worker gets to learn how to do the job and follow the rules of Good Lad. They will be helped by a _____ or trainer.
7. Attendance means coming to work every day. _____ means coming to work on time.
8. If you are late by _____ minutes you will be penalized by 15 minutes.
9. Terminated means _____.
10. You get overtime if you work more than _____ hours in a day. You also get overtime when you work on Saturday if you worked 40 hours in that regular work week.
11. The pay rate for overtime is _____.
12. Employees are entitled to _____ holidays with pay.

Extra Math Problem:

If you make $6 per hour, how much will you get for working overtime? _____

LESSON 12 CONTINUE MANUAL, HOLIDAYS AND VACATIONS

The students review pages 1-3 of the Good Lad Handbook and their answers on **WORKSHEET 11**. Read and work through the first several questions together so that students get the idea of taking words from the list provided. After all the questions have been checked and answered, go on to **WORKSHEET 12.**

The US holidays listed on page 3 of the Good Lad Handbook may be something of a mystery to ESL students. Even if they know what the name of the holiday is, they may not understand its antecedents. This brief primer should encourage students to look into the roots of US culture.

The teacher should bring in a calendar and practice the names of the months and days. The class may discuss the holidays. The teacher should ask if any of their countries of origin have any of the same holidays (such as Christmas) or if they have equivalent kinds of holidays (such as Thanksgiving).

Make sure students understand the bold-faced warnings at the bottom of the page. Each workplace will have different essentials which should be clearly explained during the presentation of this unit.

WORKSHEET 12 YOUR 11 PAID HOLIDAYS

New Years Day is the first day of the year, January 1.

Martin Luther King, Jr. was a great Black leader who helped get many laws changed in the United States so that Black people would be treated more fairly. This holiday celebrates his birthday. The real date of his birthday is January 15, 1929. In 1989 the holiday will be celebrated on Monday, January 16.

Good Friday is a religious holiday which is after Palm Sunday and before Easter. In 1989, Good Friday will be on Friday, March 17.

Memorial Day is the day when we remember people in the military (Army, Navy, Air Force, Marines, Coast Guard, etc.) who died trying to help the United States. In 1989, Memorial Day will be Monday, May 29. It is always on a Monday. Why do you think it is held on Mondays?

The 4th of July is the day when the colonists signed the Declaration of Independence. July 4th is sometimes called Independence Day. The Declaration of Independence said that the colonies no longer belonged to England. They were now states in a country called the United States of America. The Revolutionary War stated on July 4th, 1776. In 1989, July 4th is on Tuesday.

Labor Day is the day we remember all of the different kinds of workers who helped build the United States. Women and men workers of different races, religions, and beliefs came together to help make it a great country. We still do it! In 1989, Labor Day is on Monday, September 4. Be proud!!

Thanksgiving is the day we remember the first harvest which the Indians and the Europeans shared. Usually we eat turkey and squash, which both come from America. Thanksgiving is always the last Thursday in November. Good Lad is also closed the Friday after Thanksgiving. In 1989, Thanksgiving vacation is on November 23 and 24.

Christmas Day is December 25. Good Lad is also closed Christmas Eve day, December 24. In 1989 these are Sunday and Monday.

The last holiday is the employee's birthday. What is your birthday? _____

YOU MUST COME TO WORK THE DAY BEFORE THE HOLIDAY AND THE DAY AFTER THE HOLIDAY TO GET PAID FOR THE HOLIDAY.

IF YOU ARE ABSENT, TRY TO BRING A NOTE FROM YOUR DOCTOR.

LESSON 13 KNOWING YOUR RESPONSIBILITIES

The teacher should read the rest of the handbook aloud with the students, correcting pronunciations and praising efforts. The teacher may want to read the longer and more complicated paragraphs.

The teacher should explain that each student has a file with the Good Lad office, and that this is used to keep track of how well they work. If they do a good job, someone may put a positive note in there, but it is usually used for warnings (*sp. precautions*).

There may be questions about the procedures to be followed about absence, punctuality, and how to make complaints or suggestions. The shop steward may be invited to make a brief presentation about the union process.

Students may do **WORKSHEET 13** during class or as homework.

Worksheet 13 Responsibilities at Good Lad

Name _____ Date _____

RESPONSIBILITIES AT GOOD LAD

DRAW A CIRCLE AROUND THE WORD WHICH IS CORRECT.

1. If you are absent because you are sick, you should bring a note from your _____.

supervisor friend doctor

2. Call your supervisor by _____ in the morning if you can't come to work.

9 1 3

3. If you have not called in to your supervisor, _____ will be placed in your personnel file.

warnings lateness action

4. If you do not have a good reason for your absence and do not call your supervisor, you will be _____ after your fourth absence.

punctual absent dismissed

5. You must arrive for work _____ at 7:45 in the morning.

late early on time

6. If you are on time for three months the record in your personnel file will be _____.

cleaned cleared suspended

7. Stealing, fighting, and cheating are _____.

honesty discipline forbidden

8. If you are a piece worker your _____ must be turned into your supervisor. They are your responsibility.

tickets 8 A. M. pay

9. If you have a problem, the first person you should talk to is your _____.

employee supervisor shop steward

10. If you can't settle a complaint with the supervisor, you should talk to the shop _____

friends complaint steward

The shop steward at Good Lad now is Herb Edwards. He is a cutter.

Write a question like the ones above. Leave a blank!

LESSON 14 A LETTER TO A FRIEND

Students practice the information they've learned from the handbook by reading over and completing a letter to a friend. The letter serves as a review and an interesting lesson of its own. Many of the students have probably written letters in Spanish. The teacher might say, "Think of a friend who lives far away. You want to tell your friend some of the rules you have at work. You can send them a letter!! Use this form to write to your friend. If you want, you may really send it."

There is room at the end of the letter for students to write some personal comments. The teacher should encourage them to use the form and actually send a letter to a friend. If they would prefer to copy the letter so it doesn't look like an assignment, or better yet, if they have the opportunity to type or word-process it, they may.

All of the information in the sample letter is from the Good Lad Employee Handbook and Policy Manual. A similar letter could be devised for any company's handbook.

If students are concerned about the "appropriate form" for a letter, they may use the book Writing to Others, by Cheri Cook, New Readers Press, Syracuse, NY, 1986 as a reference.

A LETTER TO A FRIEND

Dear _____,

I am working at a company called Good Lad. I have worked here for _____ years. The phone number is (215)-739-0200. You know my home number is _____.

Good Lad has many different kinds of workers because they do not discriminate. There are people of all races and religions here, as well as men and women. There are more women than men here.

I have to prove that I am allowed to work in the United States to work here. This is difficult for some people, but it is not hard for me.

When I started here I was hired for a trial period, but now I am experienced at my job. I know how to do my work very well. I am a _____.

I usually work from 7:45 in the morning until 4:45 at night. If I cannot work I call my supervisor by 9:00 A. M. We must punch in on the time clock every day. I get overtime if I work more than 8 hours a day. Overtime pay is time and a half.

We have 11 paid holidays every year, including our birthday. My birthday is _____. If I want to work that day I can get an extra day's pay.

If I am absent and don't tell our supervisor, I get a warning in my personnel file. If I am late, I get a warning too. If I get 4 unexcused absences or latenesses I could get dismissed or laid off, but I work every day, so I don't worry about this.

There are 3 lunchrooms here. At lunch I usually sit with my friends. Some days I take a class at lunch time.

If I have any complaints, first I talk to my supervisor. If he can't help me I can talk to Herb, the shop steward. So far I haven't had any problems.

Let me tell you a little more.

_____

_____

_____

LESSON 15 DOCTOR AND PATIENT DIALOG

One of the best pieces of information I received during the course of the program was that a student who had gone to the emergency room had been able to understand and answer the basic questions they asked, which she attributed to the classes. I decided that it would be useful to focus a lesson on going to the doctor, especially since at the same time I informed students about the CFL's affiliation with the Eye Institute, where students can get free eye examinations and reduced prices on glasses.

We had been doing some work in the previous days in the New Oxford Picture Dictionary[4], naming Body Parts. I emphasized that this was a big leap from the last several lessons, but, besides being useful in practicing how to talk to doctors, this lesson had other elements. Part of the reason for this exercise was simply to listen to the way a dialog went between native English speakers. Students were instructed that that they should try to listen for characteristic US rhythms and patterns. They were encouraged not to be shy, that they need not either understand nor pronounce perfectly, but simply do their best and practice. Because fear of speaking English is as much a drawback as pure inability, I felt that such practice would be beneficial. And in the actual event, could save lives.

Although not specifically workplace-related, I included this lesson because I think maintaining good health is obviously in the best interests of the workers, union, teachers, and employers.

[4]New Oxford Picture Dictionary, 1988

Worksheet 15 Doctor and Patient Dialog

Name _____ Date _____

THIS IS A DIALOG BETWEEN A DOCTOR AND A PATIENT.

Practice this dialog with a friend or classmate.

Susan: Hello, Doctor Jones.

Doctor Jones: Hello, Miss Smith. How do you feel today?

S: I feel sick, Doctor. My head hurts, and my nose is running.

Dr J: Does anything else hurt?

S: My ankle and my elbow hurt. They are swollen. Can you help me?

Dr J: I can give you some aspirin. How is your knee?

S: It does not hurt. But my head hurts badly.

Dr. J. You may need to go to the hospital if the aspirin does not help. Call me again tomorrow and we will see how you feel.

(The next day)

Susan: Hello, Doctor Jones.

Doctor Jones: Hello, Miss Smith. How do you feel today?

S: I still feel sick, Doctor.

Doctor Jones: Come in to my office today, and I will see you.

S. Thank you, Doctor. Can I come at 3 o'clock?

Doctor Jones: Yes, that would be fine.

(Later, in the doctor's office)

Doctor Jones: You look very bad. Let me take your temperature.

Susan: I feel hot, Doctor. I want to go to the hospital.

Dr. Yes, you need to go to the hospital. I will come with you.

Write a dialog between another patient and a doctor. You can use different body parts.

UNIT 3

THE STORY OF SIDNEY HILLMAN

GUIDE TO "THE STORY OF SIDNEY HILLMAN"

Sidney Hillman, a founder of the Amalgamated Clothing Workers Union (now the Amalgamated Clothing and Textile Workers Union), was one of the most vital forces in American Labor of this century. His story is guaranteed to appeal to a wide spectrum of people's interests, with its combination of human interest, biography, and union history.

The workplace may or may not be amenable to a discussion of a labor leader. There may be objections from employers or class members due to the political/economical content. However, like Hillman himself, the lessons are intended to be non–aligned. Be prepared to meet any objections.

The teacher should invite the shop steward to address the class at some time during the unit.

The instructor should ask students what they know about the Amalgamated Clothing and Textile Workers Union. The teacher should encourage students to share personal experiences with the Union.

The teacher should ask if anyone recognizes the name Sidney Hillman. Since there are numerous buildings named after Hillman, such as the Sidney Hillman Medical Center and the Sidney Hillman Apartments in Philadelphia they may have some experiences with the name.

The teacher should bring in a map of the world. Point out where Sidney Hillman was born in Lithuania, where England is, and where the US is.

Each chapter should take about 45 minutes to an hour.

Students may use the worksheet as a study guide and do it a bit at a time, or do the entire worksheet after finishing the whole story.

A vocabulary page is included. The teacher may use this as a dictionary lesson as well, and have students look up unknown words in the dictionary.

The questions below are examples of issues and questions which might interest students from some classes. Each teacher should generate questions which might be relevant to their group. Are they very interested in protesting, or supporting the system? The questions may focus on world history, labor history, or linguistic issues (for instance, what is an abbreviation?). Hillman's inability to speak English when he first arrived in the US may be a good discussion point.

The questions for chapters 1-4 may be used as either pre–reading advance organizers, during the reading in an interactive mode, or as review after the reading.

CHAPTER 1 SIDNEY HILLMAN ARRIVES IN THE UNITED STATES

The class should read the paragraphs aloud. The teacher should encourage discussion of any topics which especially interest the students and remark on any idioms which students don't understand. The teacher should also correct mispronunciations. Each chapter may take several readings before students understand it well.

Paragraph 3. What does it mean to have a great dream? What dreams do you have?

Paragraph 8. Is it legal to protest in your country? Have you ever made a decision which was painful even though it was the right thing to do?

Paragraph 11. Is there a difference between speaking English perfectly or speaking it well? What do you think about earning $8 per week?

Paragraph 12. Have you ever worked in a sweat shop?

CHAPTER 2 BUILDING THE UNION

The students and teacher read the chapter aloud and discuss it.

Paragraph 14. What is an abbreviation (HS&M)? When is it used?

Paragraph 15. Does this factory have an assembly line?

Paragraph 16-17. Do workers today have any of these problems?

Paragraph 20. Does this seem like a fair way to settle disagreements?

Paragraph 21. How do you think cooperation helps here?

Paragraph 25. Were you ever in a strike?

CHAPTER 3: STRIKES!! THE UNION GROWS LARGER

The students and teacher read the chapter aloud and discuss it.

Paragraph 26. Does anyone in class know a person from World War I, World War II, Korea, VietNam, Nicaragua, El Salvador, etc....?

Paragraph 27. Are women active in the labor organization at this factory?

Paragraph 28. Did you ever help a country preparing for war?

Paragraph 29. What is "honest" and "dishonest?" What is "patriotic" and "unpatriotic." Students may tell stories of honest or dishonest businesspeople.

Paragraph 31. Discuss the uses of footnotes.

Paragraph 33. Talk about changes brought about by technology. How has it effected the workers? Do they like it or fear it?

CHAPTER 4: HILLMAN AND THE GOVERNMENT— HIS FINAL DAYS

The students and teacher read the chapter aloud and discuss it.

Paragraph 35. What do you think about the minimum wage?

Paragraph 37. Was Hillman a "real American?" Do you ever feel that people don't think of you this way, just because you weren't born in the US? How does it make you feel?

Paragraph 41. Have students ever voted? Have they voted based on their union's suggestions?

Paragraph 42. What is the United Nations? Do you think it serves a good purpose? What is the situation of labor in your country? Are strikes or unions allowed?

Paragraph 43. How can a fight be "beautiful, not bitter?"

As a follow–up activity, all students should answer the True/False worksheet.

Advanced students should write something about the Amalgamated or other unions. They may also write paragraphs about a great woman or man from their native countries. They should answer these questions: Who is the person? What did she or he do? Did their work do anything for people in other countries? Have the students known any famous or great people?

This unit is based on Sidney Hillman: Statesman of American Labor, by Mathew Josephson, Doubleday and Co, Inc. Garden City, N. Y., 1952. Much other material is available about Hillman and the Amalgamated Clothing and Textile Workers Union from the Amalgamated's office, 22 S. 22nd St., Philadelphia, PA.

VOCABULARY FOR SIDNEY HILLMAN UNIT

Study these words before and during the reading of "The Story of Sidney Hillman." If there are words you do not know, look them up in a dictionary or ask the teacher.

Czar

rabbi

strike

amnesty

sweat shops

black list

walk–out

lock–out

protest march

strike breaker

assembly line

slump

The Story of Sidney Hillman

CHAPTER 1 SIDNEY HILLMAN ARRIVES IN THE UNITED STATES

1. Most of the people who work at Good Lad are members of the Amalgamated Clothing and Textile Workers Union. This Union works to improve the working conditions at many factories in the United States and in Canada. It helps make sure that workers get paid enough. It helps them get health insurance and life insurance. The Amalgamated Clothing and Textile Workers Union helps when workers say that something on the job is unfair, or when workers and employers do not agree with each other. When workers are sick they can go to the Sidney Hillman Medical Center run by the Union at 2116 Chestnut Street in Philadelphia. Retired workers live at the Sidney Hillman Apartments (above the Union offices at 22 South 22nd Street). Workers may be able to get loans from the Union Bank. If they are laid off the Union helps make sure they can collect unemployment benefits. And it helps unemployed workers find jobs.

2. But what is the Amalgamated Clothing and Textile Workers Union? Where did the Amalgamated Clothing and Textile Workers Union come from? Who started it? How did it get to be so strong? When did it start? Why did it start? And what do its members believe in?

3. Sidney Hillman was one of the most important people in the founding of The Amalgamated Clothing and Textile Workers Union. He was not born in the United States, and he had to learn English when he was an adult. But he worked very hard and he had a great dream. This is the story of his life.

4. Sidney Hillman was born on March 23, 1887, in a town called Kovno in Lithuania, which was under the rule of the **Czar** of Russia. This was before the Communist Revolution in Russia. The Czars ruled like Kings.

5. Hillman's grandfather was a ***rabbi*** in Zagare. A rabbi is a Jewish priest, and also a teacher. His grandfather did not care how comfortable he was because he was so religious. One day his grandfather's students collected money for him to put a floor into his house. He said, "Why should I care to have a floor of wood when I have the canopy of God over my head?" Hillman was like this too. He didn't care how much he made, or how comfortable he was, as long as he could help other people.

6. Sidney Hillman's father was not a business success. Sidney was a wonderful student, but sometimes he concentrated so hard on his schoolwork that he did not pay attention to what went on around him. In fact, one day his friends clipped all the buttons off his new coat, and he didn't notice until his mother asked him where they were!

7. Sidney went to a college in Kovno in 1901. He did well in school. He also became interested in discussions outside of school about politics and labor studies. The Head Teacher of the school told him that he must stop his outside interests. He refused and left school. He worked as an office boy for a doctor, and spent most of his time reading and discussing famous books with friends.

8. He moved back to Zagere and helped with the labor union which was starting there. He was only 17 years old when he led a **protest march** of printers in Kovno. They were starving and wanted more money. But it was illegal to protest. He was arrested by the police and the army of the Czar. He was beaten, cold water was poured on him, and he was beaten again. However, he refused to give the police the names of his friends, or others who had organized the protest. He was let out after eight months. When he first came out, his father was ashamed of him. After Sidney talked to him, his father understood why he had gone to jail, and he was very proud of him.

9. The next year Sidney Hillman was arrested again. He stayed in jail for four months. There were so many labor leaders in jail at this time that it was like school! He talked to all of them and learned much. After four months the Czar declared an **amnesty** and let everyone out of jail. Hillman went back to Kovno and tried to organize again, but his life was threatened. He knew that he had to leave and escape to the United States. He needed to get a false passport, however, or he would have been arrested at the border. First he went to England, and then in 1907 he came to New York.

10. In 1900-1910 half of the immigrants to the US were Italians or Eastern Europeans. Many Jews came at this time. Over 200,000 Jews came in 1906 and 1907. Sidney Hillman was one of them.

11. Hillman did not like New York very well so he moved to Chicago. In Chicago he got a job earning $8. 00 a week at Sears as a stock clerk in infant's wear. He studied English although he found that it was very hard for him. Whenever he had spare time he read literature, politics and economics. He was not too happy because he missed his home, and he didn't have many friends, but he studied hard. He never learned to speak English perfectly, but he was able to use English well.

12. In 1908 he saw a man with three children fired at Sears, and felt very sorry for him. Working conditions were terrible in most factories. They were called "**sweat shops**" because they were so hot and the people had to work so hard. They could be fired without warning. They had no health insurance. At Sears, there were 7000 women who worked 10 hours per day, seven days a week. They worked more than 70 hours every week without getting overtime pay.

13. "There is something terribly wrong with this system!" Sidney Hillman would exclaim. "Why should people live in such fear in such a rich country?"

6H A

The Story of Sidney Hillman

CHAPTER 2 BUILDING THE UNION

14. He was a good worker but he was fired during a **slump** in business. Then he was hired by Hart, Schaffner and Marx (HS&M) as an apprentice cutter. This company was one of the largest clothing manufacturers in the world. He had to work for six weeks without any pay to learn to be a cutter. Then he was paid $6. 00 per week.

15. Before 1900, most clothing was made in people's houses or in small factories. But by 1910 many large clothing factories were using new machines. In the past, one person might do most of the job of making a garment. Now in factories it was quicker and easier to have one person draw the pattern, another cut it out, others sew and press them. This is called an **assembly line** procedure, and is one of the ways our modern society is able to produce so much.

16. Smaller factories wanted to keep the wages paid to the workers low so they could compete with the big factories. Some workers might be paid $2. 50 per week. But there were so many immigrants who wanted jobs that employers could always hire hard–working cheap labor. Many workers were hired to fill a big order, then fired. They had no protection and no security against unemployment. Sometimes foremen would take advantage of the women workers, who were afraid to lose their jobs.

17. Sidney Hillman thought that the workers were the reason that some companies were so successful. He thought it was unfair for the factory owners to make great fortunes while the workers had so little. He went to some union meetings. These were secret meetings, because companies could fire union members. Employers could put union members on a **blacklist**. This means that they would not be able to get a job anywhere in the city. There were spies. Managers were afraid that unions would ask for too much, so they tried to keep them out. Hillman joined a union called the United Garment Workers of America, but it was very weak.

18. In September, 1910, a group of women walked off of their jobs because wages were taken away. The woman who started this was named Ms. Bessie Abramowitz. The **walk–out** spread, and soon 8000 Hart, Schaffner and Marx workers were on strike. At one meeting Sidney Hillman spoke. The meeting was noisy. The people were very angry. His English was still poor. Yet he managed to keep the meeting calm. He was intelligent, he had a good speaking voice, and people trusted him.

19. Two strikers were killed during this sixteen-week **strike**. HS&M agreed to talk to the Union and Hillman was sent to help. After this Hillman went to work for the Union full-time, starting at $10.00 per week.

20. Two years later Hillman had some very good ideas about how to settle another strike. He said that the best way to settle a strike would be a discussion between the workers, represented by their Union, and management. If they could not come to an agreement, however, both sides would agree to a decision by someone impartial who did not favor either labor or management. This person would judge the best way to end the strike. This was a way to be fair to both sides of the argument. Hillman used this simple yet profound idea of cooperation in many of his later victories.

21. Hillman believed that employers and labor should cooperate rather than compete. He saw that they can accomplish much more. Both are interested in producing and selling the best products and making a profit. Both want to be successful and make enough money to live and save for the future. Both want to be able to plan for a regular life. Both know about the product. Both are for the United States in war and peace. Although he was only 25 he had already shown his strength and intelligence in creating this idea of peace and cooperation. Before this, unions and management were always antagonists. He showed how they could be more like partners.

22. Hillman felt that the United Garment Workers was not strong. Labor was not united. Some labor leaders were generous, others were selfish. Some only supported the interests of their own workers, others supported all labor. UGW leaders would sometimes accept settlements without having the rest of the workers vote on them. Hillman thought the workers should vote on their own contracts. He was always willing to have people disagree with him and discuss problems, because he usually won.

23. Hillman wanted to set up a more active union. On December 26, 1914, he and others who agreed with him began the Amalgamated Clothing Workers Union (ACWU), which later became the Amalgamated Clothing and Textile Workers Union. 40,000 people joined. Some of the people who joined were radical Socialists who believed that the workers should own the factories. Others were conservative unionists who were interested mainly in keeping their jobs. Sidney Hillman was voted President of the new union. He was 26 years old. He moved to New York where there were many more workers to be organized.

24. Over the next few years there was a fight between the two unions for membership. There were strikes and lock-outs, and Hillman had to take trains all around the country trying to settle all the strikes.

25. There were strikes in Boston, Massachusetts; Chicago, where the HS&M agreement was renewed; New York; Montreal, Canada; Baltimore, Maryland; and Rochester, N. Y. In Chicago several workers were killed by police. Two of Hillman's best friends were beat up by owners of businesses or the other union. Hillman said, "We want peace so badly that we are willing to fight for it. We do not want the peace of the graveyard, not the peace of the slave. ..We do not want charity, we want justice." He kept fighting. Although the ACWU lost several of these strikes, people heard about the union and knew that it was more active than the UGW. More people joined. There was a riot called the "Battle of the Scissors" in Baltimore, and many people were injured, but Amalgamated came out of the city with many new members. One of his most exciting victories came when high–paid workers agreed to distribute raises so the lower–paid workers got a larger raise so that they would have a living wage. This generous agreement meant that the workers were paid more equally.

The Story of Sidney Hillman

CHAPTER 3 STRIKES!! THE UNION GROWS LARGER

26. Sometimes employers would hire people from other cities to fill the places of striking workers. This is a way to force the union to stop striking. It is called **strike breaking.** Hillman tried to cooperate and get along with employers as long as he thought he could get what the workers needed through talking together. However, if he could not get a fair deal for the workers, he would support a strike.

27. Sidney Hillman married Bessie Abramowitz in 1916. Although she wished that he stayed home more as their 2 children grew, she understood how important his work with the Amalgamated was. She had been the one who started the strike in Chicago in 1910! For most of their lives, they lived in simple, small apartments. Like his grandfather, Hillman didn't need a fancy house to feel successful. As long as he could help the Union, he was contented.

28. In 1916, the country was getting ready for World War 1 and many large contracts were going to businesses. The US Government was ordering enormous amounts of clothing. Business was going to make a great deal of money and labor wanted some of it. Labor was getting stronger.

29. Some business owners are patriotic. Others use wars to help themselves and hurt the workers and the union. These owners do not care if the country suffers. If they can convince the government that there is an emergency in their industry, they can get away with unfair labor practices. They can pay their workers poorly. But then if the workers goon strike, they can say that the workers were unpatriotic!

30. Hillman went to the federal government and insisted that contracts should only go to businesses which had union contracts. Why fight for democracy in France, he asked, if we give up democracy in the factories in the US? At the same time he said, "Labor must never try to defeat its industry- for then it only defeats itself." He was calling for cooperation and patriotism. He was against selfishness. Important men in the government learned that cooperation with labor could help win a war.

31. In May of 1918, when Hillman was 31 years old, the Amalgamated Clothing Workers Union had over 100,000 organized members. In the next years the Union printed newspapers in 8 languages, and classes were taught. In 1922 the Amalgamated Bank was started to help workers deposit their money in a bank that cared about their needs, rather than one which belonged to the factory owners.* The Union hired engineers to time each job and make sure that people were getting paid fair rates. This was the start of a research group which gathered statistics which were always very useful when the Union had to go to court.

32. Some employers tried strike–breaking. When this happened, ACWU would try to make sure the people hired were also ACWU workers. As soon as they were hired, they would make big mistakes, send out the wrong orders, stir up trouble and soon would walk out. This made it hard for employers to get out their work. Some lost orders because the work couldn't get done on time. This was a trick that ACWU used.

33. During the 1920's technology was changing the workplace. At HS&N 30% of the cutters, 150 workers, were to be dismissed because of new machines. Some people in the Union felt that it should fight against the machines, because they take away jobs. But Hillman realized that, "Inefficient shops meant low wages, long hours, and bad conditions." He was glad whenever factories improved their working conditions, as long as the workers were taken care of. So Hillman suggested a plan to give the people who left extra money so that they could start their own businesses, if they wanted to. This was cooperation!!

34. In 1928 the Amalgamated Clothing Workers Union worked hard to unionize Philadelphia. This was very hard, because the police and the judges seemed to be against the ACWU. Hillman had to sneak in and out of Philadelphia. But over a 3 month period, by careful and hard negotiating, Hillman was able to win the strike and get collective bargaining, raises and better working conditions for the workers.

* The Amalgamated Bank was the only labor bank, out of many which were started in the 1920's to survive the Depression of 1929-38.

The Story of Sidney Hillman

CHAPTER 4 HILLMAN AND THE GOVERNMENT

HIS FINAL DAYS

35. In 1929 the Stock Market fell and the Great Depression started. Hillman was called to Washington where he advised President Franklin D. Roosevelt about labor issues. It was a terrible time, with many people out of work, homeless, and starving, and some businessmen were able to use this as a way of paying workers poorly and taking advantage of them other ways. He suggested that the US pass a minimum wage act. This would make sure that no one would get paid below a certain level. Finally in 1938, after much talking and hard fighting the minimum wage law was passed. 25 cents per hour. Now the minimum wage is $3. 85 in Pennsylvania.

36. There were many people out of work who couldn't afford clothes, and many clothing workers were out of work. Hillman came up with the idea that the government would buy large amounts of clothing for those people, helping solve both of these problems and making profits for business owners.

37. Labor was making progress. Workers were organizing and gaining power. Some businessmen and politicians did not like this. In 1935, Senator King of Utah tried to stop Hillman's defense of labor by convincing people that he was a Communist! But Russia became Communist in 1917, long after he left Russia. Hillman said, "As if I had anything to do with where I was born! At least I can say, Senator, that this country is with me not merely a matter of accident [of birth], but it is the country of my choice." Other Senators in the room applauded Hillman.

38. Throughout his life Hillman was always in the middle of action, and so he got criticism from both sides. He once said, "I always say that any man in this sort of world who assumes some public post of responsibility and power should expect to be misrepresented and attacked. If he isn't prepared to face all that he ought not to accept such a post." People on the political-economic right argued that he was a Communist, trying to give the US away. People on the left argued that he was too weak, not asking enough from the factory owners. Hillman answered them by saying that what he wanted was not a dream or a philosophy but a strong country with strong, independent workers. He was a realist, not an idealist. And always, despite his accent and birth, an American.

39. Hillman, a man who always liked a challenge, decided that it was time for him to think about workers in a larger way. In 1936, Hillman and other labor leaders including the famous "Big" John L. Lewis founded the Congress of Industrial Organizations (CIO). The idea behind this group was to bring together many different labor unions to organize around the issues which involve all workers lives. Amalgamated Clothing and Textile Workers Union is part of the CIO. The CIO is now part of the AFL-CIO (the American Federation of Labor-Congress of Industrial Organizations), and has millions of members with a tremendous amount of influence. They have helped workers get and keep better wages and political power. They have helped elect Presidents and Congresspeople.

40. In 1940 the US again was faced with World War II in Europe. Sidney Hillman was named by Roosevelt to run NDAC, the National Defense Advisory Commission. He had "complete responsibility for the labor policy of the whole defense program." He was one of the most important men in government.

41. Hillman left government service in 1943 and started a two new organizations. One was a political organization for the CIO. This group worked to raise money to help elect candidates to office who would support labor issues. They started their own party, the American Labor Party. Hillman was elected New York State Chairman. The Political Action Committee was important in electing many politicians. The PAC helped educate many workers. It also helped to register many voters.

42. The final great work of Hillman's life was helping establish the World Federation of Trade Unions (WFTU), with representatives from many nations. WFTU advises the United Nations on labor–related issues. Hillman was the first US representative to the WFTU.

43. Sidney Hillman' brave heart stopped on July 10, 1946. He was 59 years old. When he was younger he once said: "Whenever the Amalgamated is attacked I am here to fight and fight hard. But while fighting, I remember that the fight is to make the labor movement more beautiful, not more bitter."

Worksheet 19A for "The Story of Sidney Hillman"

Name _____ Date _____

WORKSHEET FOR "THE STORY OF SIDNEY HILLMAN"

Write T if the statement is True and F if it is False.

_____1. The Amalgamated Clothing and Textile Workers Union represents most of the Good Lad workers.

_____2. Sidney Hillman was born in the United States

_____3. Sidney Hillman's grandfather was very worried about his house.

_____4. Sidney Hillman's father was a poor businessman.

_____5. Sidney Hillman finished school in Kovno.

_____6. Many Jews came from Europe between 1900-1910.

_____7. Sidney Hillman was arrested but never went to jail.

_____8. Sidney Hillman used a false passport.

_____9. Sidney Hillman spoke English perfectly.

_____10. In the early 1900's, before workers at Sears were unionized, they often worked 70 hour weeks with no overtime.

_____11. Many immigrants were paid poorly.

_____12. Most clothing workers felt that they had secure jobs.

_____13. If you are on a blacklist you can get a job right away.

_____14. No one trusted Sidney Hillman because he didn't speak perfect English.

_____15. No one was ever killed in a ACWU strike.

_____16. Hillman believed in cooperation and discussion, but he could be very tough if he had to be.

_____17. Hillman was weak and never liked anyone to disagree with him or question him.

Worksheet 19B

Name _____ Date _____

_____18. Sidney Hillman was President of the ACWU, which had 40,000 members, when he was 26 years old.

_____19. Unions never disagree with each other.

_____20. Sometimes workers were injured but the Union got stronger.

_____21. Strike breakers try to start strikes.

_____22. Hillman would never support a strike.

_____23. Some people use war to make money for themselves.

_____24. Labor got weaker after World War 1.

_____25. No one lost their job because of new technology.

_____26. Hillman came and helped organize labor in Philadelphia.

_____27. The minimum wage act made sure that workers could only be paid the lowest wage allowed.

_____28. President Franklin D. Roosevelt asked Hillman to run the National Defense Advisory Commission during World War 2. This made him one of the most powerful men in the country.

_____29. Sidney Hillman was a Communist.

_____30. Sidney Hillman was a realist.

_____31. Sidney Hillman was an American.

_____32. Sidney Hillman had an accent.

_____33. Some Americans have accents.

_____34. Hillman didn't fight the CIO, but he didn't help it either.

_____35. Hillman's last great work was to help establish the World Federation of Trade Unions, which still helps the United Nations.

Write a paragraph about a great woman or man from your country. Answer these questions:

Who is the person?

What did she or he do?

Did her or his work do anything for people in other countries?

UNIT 4

CREATING A CLASS NEWSLETTER

CREATING A CLASS NEWSLETTER

Producing a newsletter is one of the most complete literacy experiences individuals can have, because it involves all elements of the writing process from pre–writing through editing. It emphasizes the communicative aspect of reading and writing. Verbal as well as written communication are exercised through interviewing and discussing articles. The skills of evaluation, compromise and negotiation are practiced by the editorial board. And it has repercussions in the real world— people may be flattered or offended.

Many companies and unions have newsletters or newspapers. The ability to understand these would be beneficial to workers, because they could find out useful information. It would be beneficial for unions, because they would have more informed members who can respond to written news faster. And employers will be better able to communicate necessary data through them.

LESSON 20 WHAT'S IN A NEWSLETTER?

Students are informed that they have the opportunity to write a class newspaper. Students view a variety of newspapers, including especially company and union newsletters and newspapers, and local public newspapers. There should be several copies and several issues of each. Teacher and students discuss which newspapers or letters they read, what languages they are in, and what sections they like.

Newspapers have a number of sections including the front page, sports, society pages, entertainment, the comics, business, travel, local news, the want ads, family, etc. Helping students become aware of these can help them become more sophisticated readers. On worksheet 1 they discuss what sections they like the best, and what section they would like to write for in the class paper.

The students use **WORKSHEET 20** to help them analyze the papers.

This lesson should take 45 minutes to an hour.

Worksheet 20

Name _____ Date _____

WHAT IS IN A NEWSLETTER?

What is the name of your company newsletter? _____

Do you ever read it? _____

Do you remember any of the articles you read?_____

Take one of the newspapers on the table.

What is the name of the newspaper? _____

Can you name 3-6 sections in the newsletter you looked at from the table? Write the names of at least two articles from each section.

Section 1: _____

Article 1. _____ Article 2. _____

Section 2: _____

Article 1. _____ Article 2. _____

Section 3: _____

Article 1. _____ Article 2. _____

Section 4: _____

Article 1. _____ Article 2. _____

Section 5: _____

Article 1. _____ Article 2. _____

Section 6: _____

Article 1. _____ Article 2. _____

What is your favorite section? _____

Why do you like it?_____

LESSON 21 THE "5 WS AND AN H" RULE

In journalism, the "5 Ws and an H" rule is firmly adhered to. Each story must answer the question: Who? What? When? Where? Why? How?

Who committed the act, or who was it done to? What was the action? When did the action or story take place? Where did it take place? Why did it happen? And How did it happen?

Point out to students how important it is to answer all of these questions in every article. A variety of papers should be available, of all different reading levels. As a group, read the same article and decide on answers to the 6 questions. Write these answers on **WORKSHEET 21**. Then students each read several articles and analyze them according to this rule.

Students should discuss the articles they wish to write again, and make some notes.

This lesson should take 45 minutes to an hour.

Worksheet 21 5 W's and an H
Name _____ Date _____

THE 5 WS AND AN H

WHO, WHAT, WHEN, WHERE, WHY, AND HOW

Pick 2 to 4 articles to read. How do these articles answer the 6 questions?

1. The article is named _____

Who is the article about? _____

What is the article about?_____

When do the actions in the article take place? _____

How did the actions in the article take place? _____

Where do the actions in the article take place? _____

Why did the actions take place? _____

2. The article is named _____

Who is the article about? _____

What is the article about?_____

When do the actions in the article take place? _____

How did the actions in the article take place? _____

Where do the actions in the article take place? _____

Why did the actions take place? _____

LESSONS 22-26 WRITING THE NEWS.

Students spend this and the next two classes writing articles they would like to include in the newsletter. To prepare for these they may want to do interviews or other kinds of research. Spend this period discussing what information they will need for their article, and how they may go about finding it. They may need to visit a library, call someone, set up an interview, or go somewhere to look at a news–site.

Students use **WORKSHEET 22** should help students set out their ideas in a form like an outline which will help them write their final stories.

LESSON 23

Students take the information from the previous class and **WORKSHEET 22** and spend a period writing and correcting an article to the best of their ability. Make sure the writing is vivid but not libelous.

LESSON 24

Take the completed stories and photocopy them so students can read and work on editing each other's work. Make sure this is done in a spirit of cooperation. Students will be surprised at how much easier it is to edit someone else's work. Criticism should focus mainly on whether the 5 Ws and an H are answered.

LESSON 25

Students recopy their corrected story. If possible, either students or teacher should put the stories onto a computer for convenient printing. Decide on a name for the newsletter.

LESSON 26

Students collate and staple their stories in the form of a newsletter. As a class they read the completed newsletter and decide if they want to distribute it further. If the employer is willing, it may be distributed throughout the factory. Or perhaps the stories can be printed in the business' newsletter.

Worksheet 22 Student Article Outline

Name _____ Date _____

NEWSLETTER WORKSHEET

What do you want to write about?

_____

_____

Who is the story about?

_____

When does it take place?

_____

Where does it take place?

_____

Why did it happen?

_____

How did it happen?

_____

What information don't you know yet? How can you find it?

_____

ANSWER SHEET FOR WORKSHEETS 11 AND 19

The correct answers to **WORKSHEET 11** are:

1. Boy
2. Team
3. discrimination
4. affirmative
5. work
6. supervisor
7. Punctuality
8. 3
9. laid off
10. 8
11. time and a half
12. 11

Extra credit: $9/hr.

The correct answers to **WORKSHEET 19 A AND B** are:

TRUE: 1, 4, 6, 8, 10, 11, 16, 18, 20, 23, 25, 26, 28, 30, 31, 32, 33, 35.

FALSE: 2, 3, 5, 6, 7, 9, 12, 13, 14, 15, 17, 19, 21, 22, 24, 27, 29, 34

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These books were used in the preparation and presentation of this curriculum:

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ADDITIONAL RELEVANT PLEASURE READING FOR STUDENTS

Rieff, Tana, A Place for Everyone, Fearon Education/David S. Lake Publishers, Belmont, CA, 1979.

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